

# PEFA eCourse

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**Objective:** Provide an overview of the Promoting Excellence for All eCourse and model strategies/opportunity for individuals to engage in the will/fill/skill of Wisconsin's Model to Inform Culturally Responsive Practices.

# PEFA eCourse Overview

## Module 1: Understanding Race in Education

Estimated Time Commitment (~14-15 Hours)

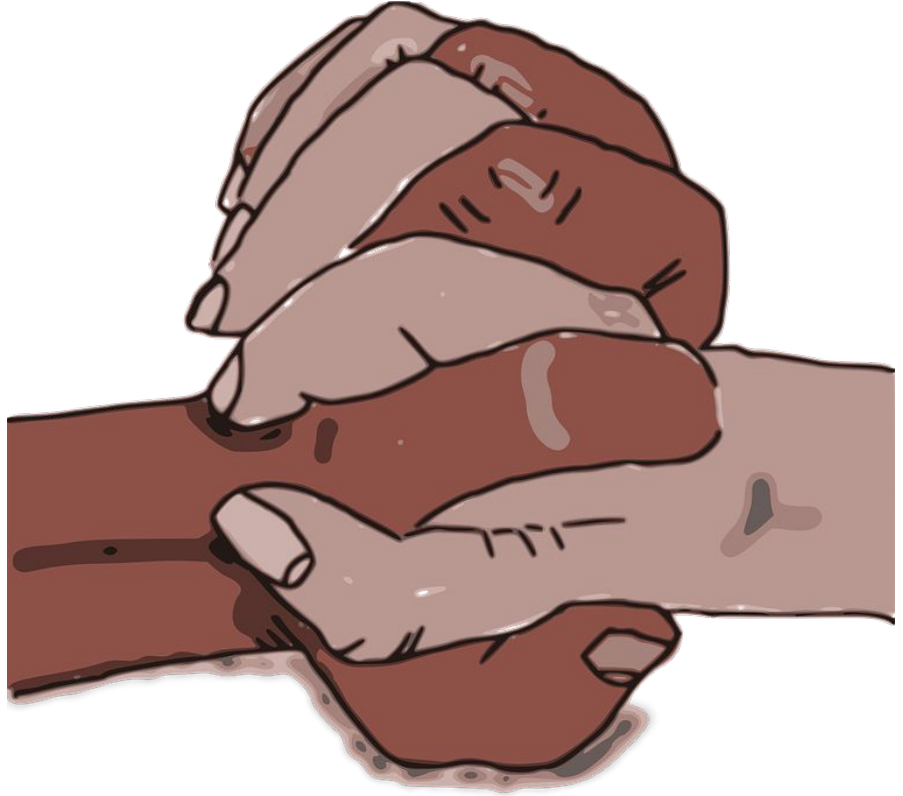
Unit 1: *Let's Start*

Unit 2: *Effective Instruction*

Unit 3: *Teacher-Student Relationships Unit*

Unit 4: *Family and Community Engagement*

Unit 5: *School and Instructional Leadership*



# PEFA eCourse Topic Examples

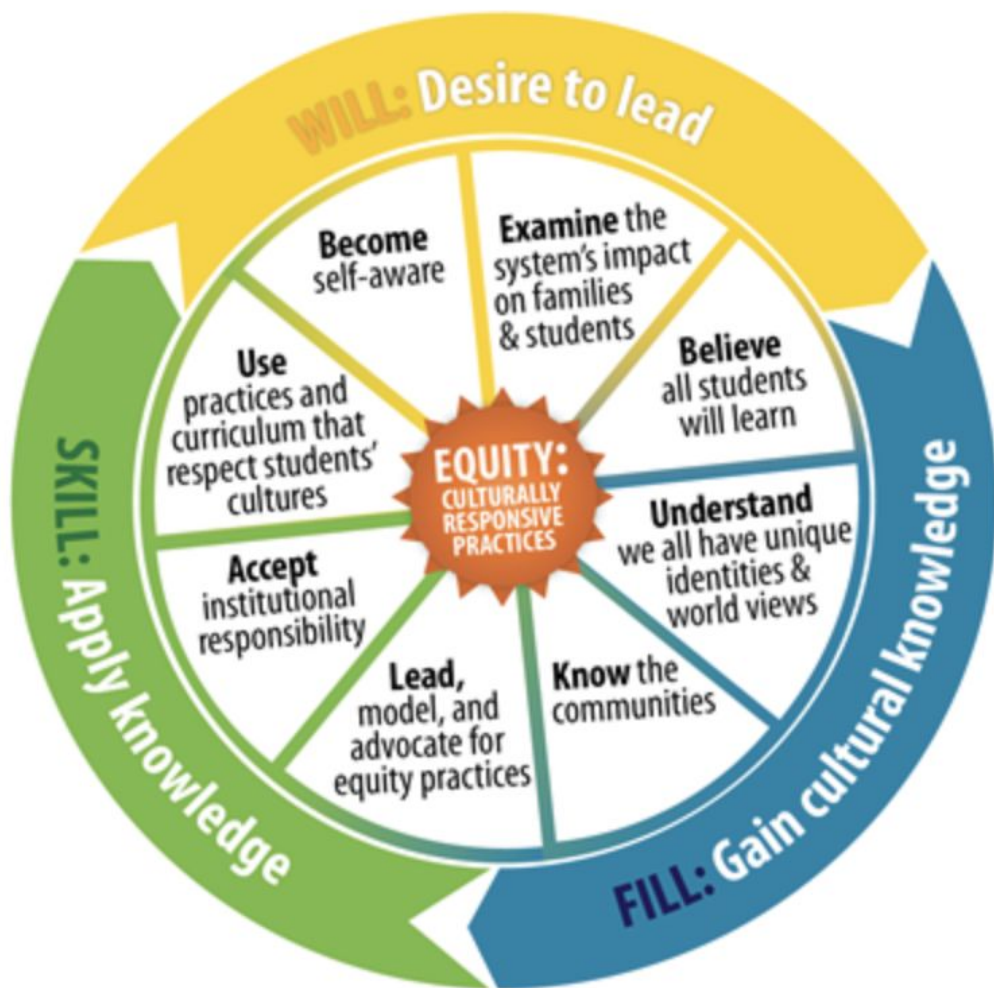


Racial Identity and Identity  
Salience

Reducing Stereotype Threat

Exploring Racial Anxiety  
The Power of High  
Expectations

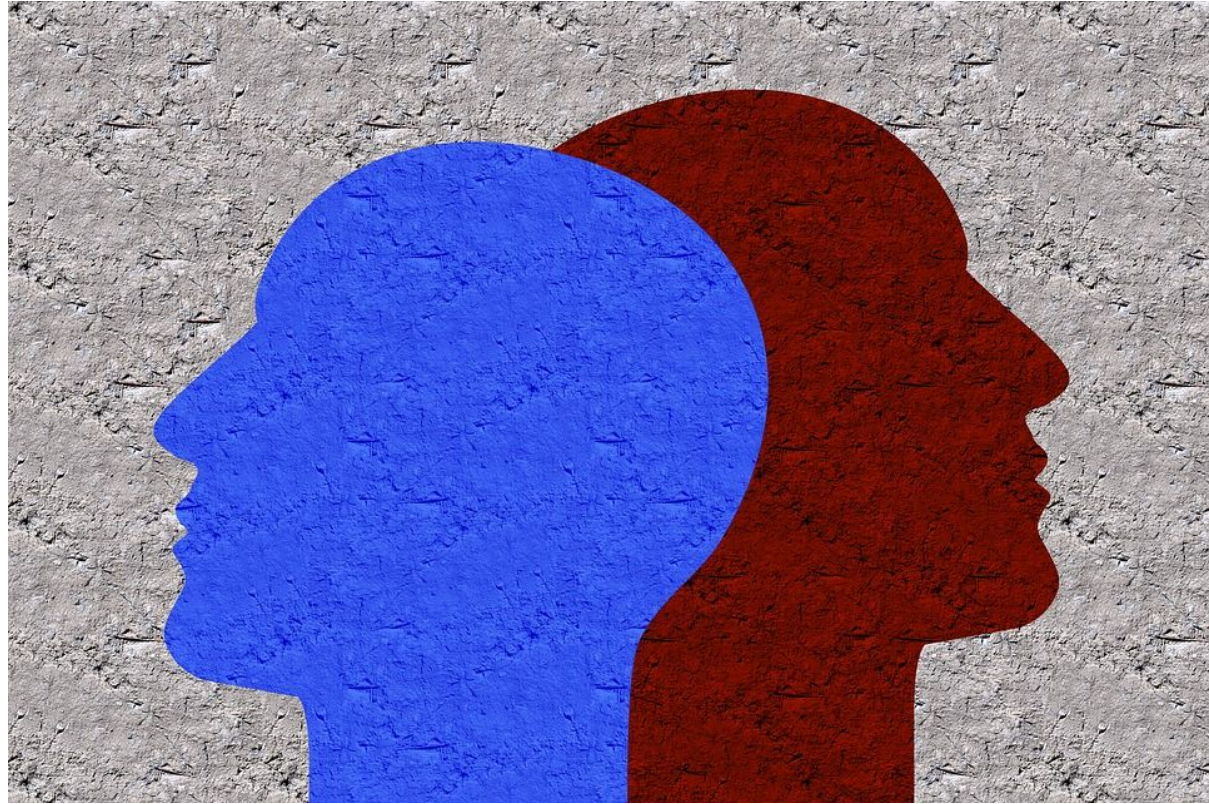
Critical Consciousness





# Microaggressions

We will be using content from the PEFA ecourse on Microaggressions. We pulled slides and videos into this presentation so it was easier to navigate.



**Microaggressions:** Microaggressions have been defined as brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicates hostile, derogatory, or negative insults.

“Children--girls  
please line up on the  
left and boys on the  
right.”

“Why does your skin look so  
dirty?”

“You speak English really well!”

“Where is your mom? You can’t  
have two dads.”

“What language do  
you speak at home?”

Like bee stings, microaggressions may be subtle at first, but turn into wounds if stung over and over again

Can you think of a microaggression you  
have experienced, witnessed or  
committed?





## Video: Implicit Racial Bias

Unit 3

10/25

Implicit racial bias affects our relationships with students in many ways. In this video, eight young men share implicit racial biases they encountered in school and how it affected their relationships with educators.

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.



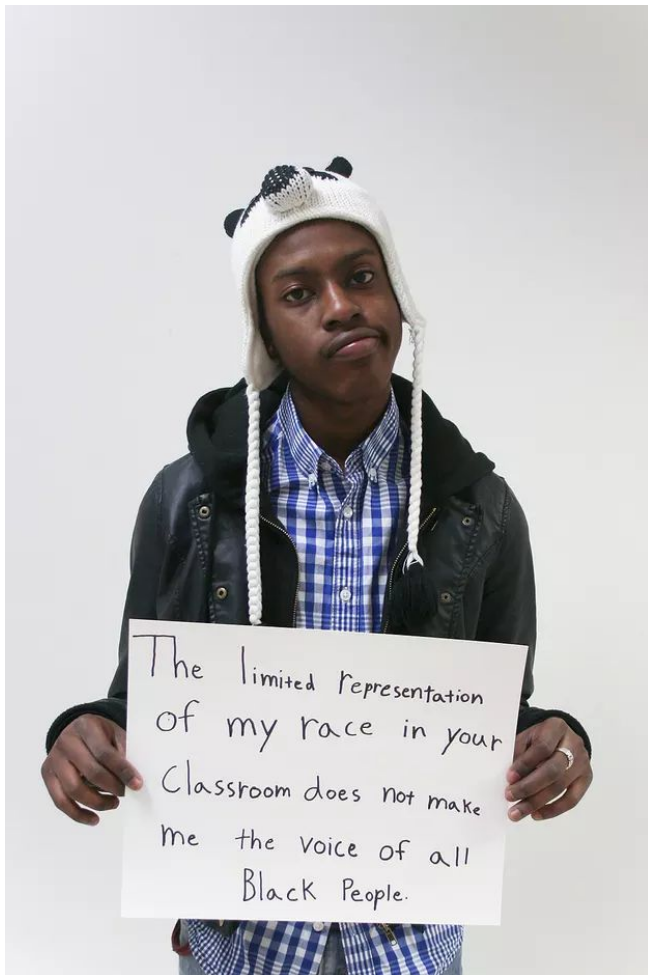
View the link [here](#).





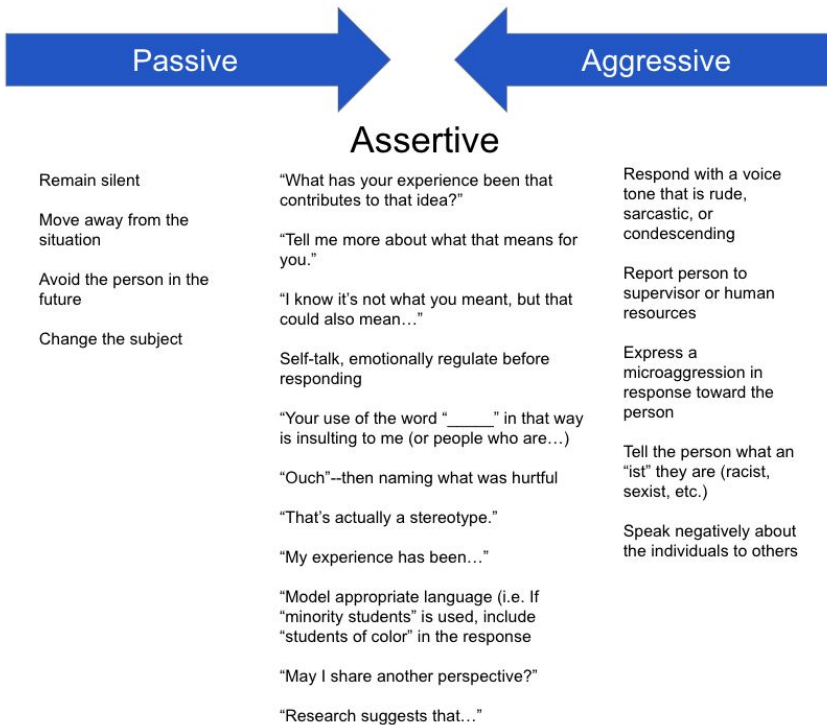
## Microaggressions

In schools, microaggressions generally happen below the level of awareness of well-intentioned white students and educators ("What did I say?!"). For students of color, microaggressions communicate disapproval, discomfort, or distancing. A key feature of microaggressions is the cumulative effect over time. The resulting distancing directly affects relationships with educators and other students.



## MICROAGGRESSION RESPONSE

Goal is to build fluency in reducing microaggressions versus blaming or shaming.



### Notes

1. If a situation feels unsafe, a passive response may be most appropriate at the moment
2. If an individual is engaging in blatant racist conduct, reporting the individual to a supervisor is appropriate
3. Anger and hurt are reasonable emotions when one is the victim of a microaggression and expressing them can bring authenticity to the situation.

"You don't act black."

"But, you sound white."

"Can I touch  
your hair?"

"You're lucky there's  
affirmative action."

"You're pretty  
in an exotic way."

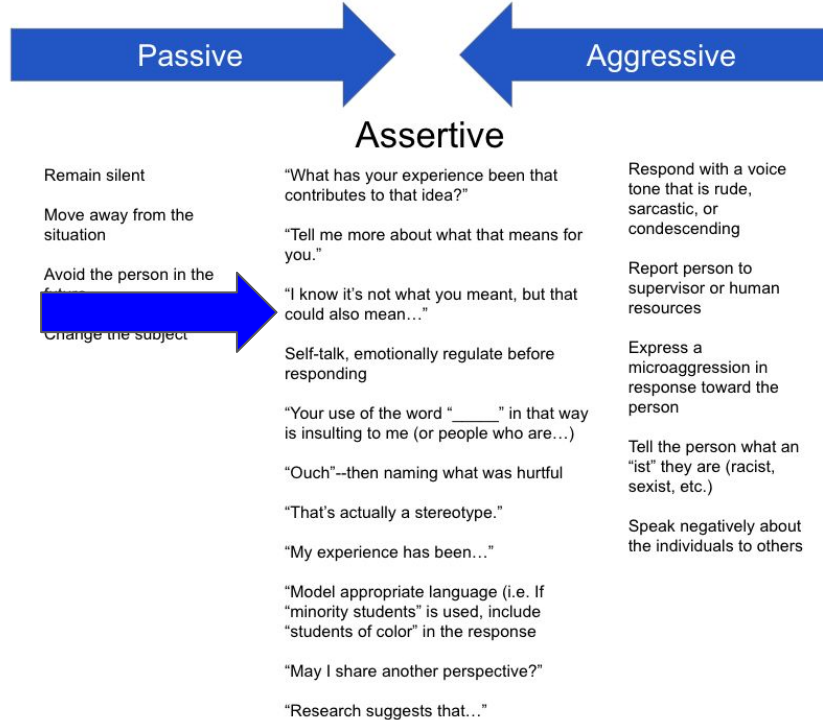
"You don't  
dress ghetto."



sheknows

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# Responding to Children: Eric Hoffman

## Responding to Children's Curiosity

- Listen without assumptions or Judgement
- Figure out what the child wants to know
- Listen for feelings behind the words
- Answer matter-of-factly and simply
- Always respond
- Follow up

## Handling Incidents of Pre-Prejudice

- Stay Calm
- State what you observed
- Set Limits
- Explore Feelings
- Go beyond no
- Take action
- Respect Children's Learning Process

### Scenario 1

A new employee has recently joined your team and you and a few other colleagues take them to lunch to welcome them. After lunch, you have a meeting with one of your colleagues. Before the meeting begins, your colleague says, "They have such a cool accent. Do you know what country they are from?" How might you respond?

### Scenario 2

You've just finished a meeting with several colleagues. While walking back to your cube, a colleague tells you a joke that makes you uncomfortable because it's based on a racial stereotype. How might you respond?

### Scenario 3

Consider the following color blind statement and how it's perceived. How might you respond if you heard this statement?



Black lives  
matter



All lives  
matter





# **Resources to utilize moving forward:**

[PEFA eCourse](#)

[PEFA Facilitator's Guide](#)

[Microaggressions Response Sheet](#)

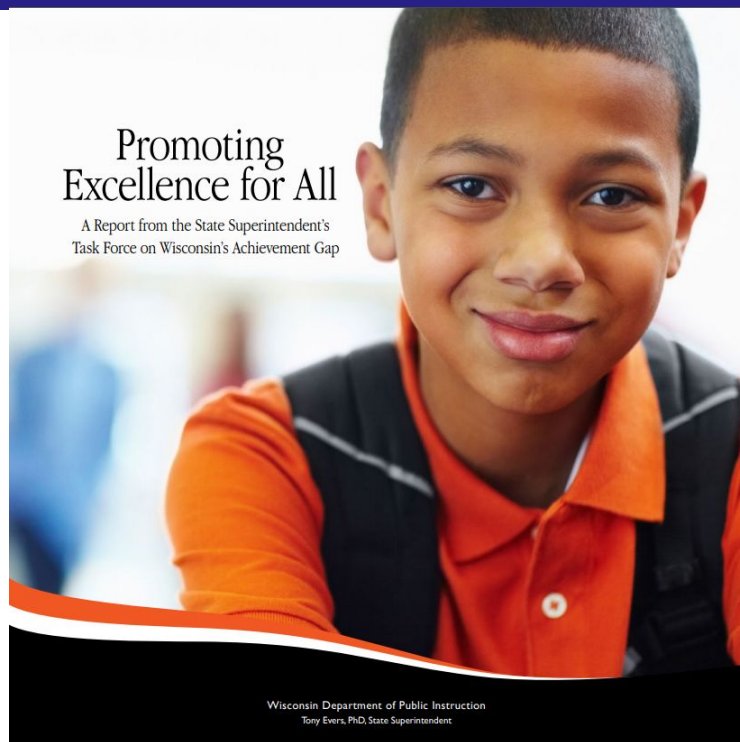
# Considerations for PEFA eCourse Implementation:

Professional Learning 1	Professional Learning 2	Professional Learning 3	Professional Learning 4	Professional Learning 5	Professional Learning 6
<p><b>Unit 3, Session 2,: Microaggressions</b></p> <p>1.5 hrs - run through facilitation and individual reflection.</p> <p><b>Call to Action:</b> Be aware of microaggressions in interactions, conversations, books, movies, shows, as well as in your classroom and school.</p>	<p><b>Turn and Talk:</b> What microaggressions did you notice/respond to?</p> <p><b>PBIS</b>--Data dig--what is our data telling us, and how can we respond?</p> <p><b>Responding to microaggressions.</b> 30 min</p> <p><b>Call to Action:</b> Respond to Microaggressions as you witness them, and find a partner to hold you accountable.</p>	<p><b>PBIS:</b> Focus on Tier II Interventions, specifically Check In/Check Out.</p> <p><b>Connect to previous Professional Learning:</b> How does responding to microaggressions connect to this learning?</p> <p><b>Respond to Scenarios</b> of microaggressions committed during Check In/Check Out (e.g. "Can you believe how well they did today?")</p> <p><b>Call to Action:</b> Be Aware of/Respond to Microaggressions</p>	<p><b>Unit 3, Session 3: Color Blindness</b></p> <p>1 hr run through facilitation and individual reflection</p> <p><b>Call to Action:</b> Look for opportunities for asset-based engagement that represent and affirm the racial identities of your students and families</p>	<p><b>Share Out:</b> Volunteers to share out opportunities for asset-based engagement.</p> <p><b>IMPL:</b> What is it? Why is it important? How will we build it into our current building systems?</p>	<p><b>Discussion and Planning Time:</b> Thinking of IMPL, how can we integrate our learning on "Understanding Race in Education throughout our entire curriculum? (e.g. <i>learning through multiple perspectives, ensuring our students are represented in the curriculum, validating and affirming our student's cultural identities throughout the school day...</i>)</p>

The upcoming slides were created with the intent to share the information/resources below:

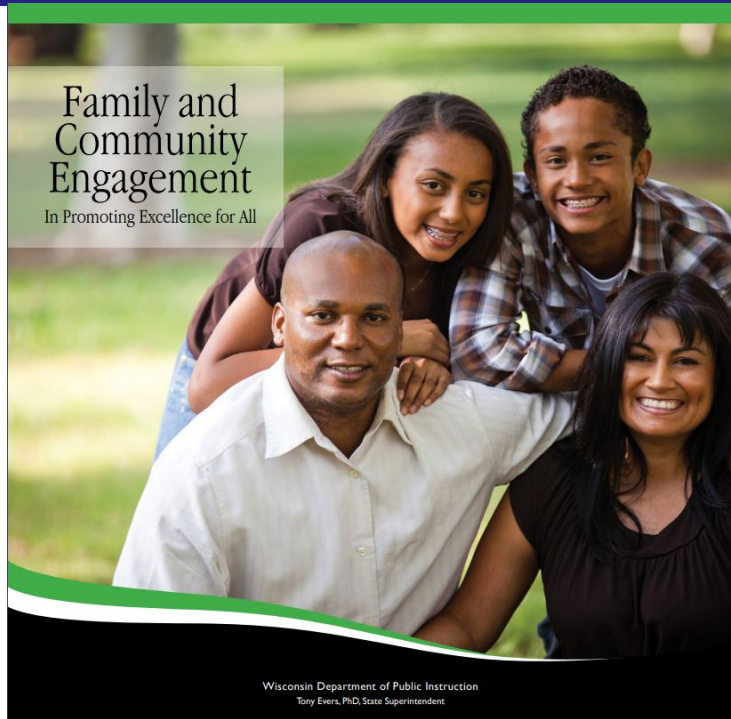
- PEFA Report
- PEFA eCourse
- PEFA Facilitator's Guide

# Promoting Excellence for All Report



*Spring 2014*

# Family and Community Engagement



*Report of the 2014-15 PAC*

# PEFA eCourse

## Promoting Excellence for All *eCourse*

WELCOME

*Module 1*  
UNDERSTANDING  
RACE IN  
EDUCATION

*Module 2*  
EXPLORING  
THE DATA

*Module 3*  
IMPLEMENTING  
THE STRATEGIES

*Click Welcome to get started*

# PEFA eCourse Facilitator's Guide



# Thank You!

Questions?

Did you find content helpful?

What else do you need to develop your skills in becoming a culturally responsive educator?